

**THE INFLUENCE OF TONGUE TWISTER TECHNIQUE TOWARDS
STUDENTS' PRONUNCIATION MASTERY AT THE ELEVENTH
GRADE OF SMAN 2 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as Partial Fulfillment of the Requirement for S-1-Degree**

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LAMPUNG
2021**

ABSTRACT

THE INFLUENCE OF TONGUE TWISTER TECHNIQUE TOWARDS STUDENTS' PRONUNCIATION MASTERY AT THE ELEVENTH GRADE OF SMAN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

**By:
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In the process of teaching and learning English, pronunciation is enticed by little attention to be either learned or taught in the class. As the result, students have some difficulties pronouncing particular sounds, especially consonant sounds. Moreover, the problems have arisen from the absence of technique in the class. The role of technique cannot be pushed aside that it can help students understand the material easier. The phenomenon that happened is the technique used to teach is less interesting so that it makes students felt bored. Therefore, the objective of the research is to find out whether there is an influence of tongue twister technique towards students' pronunciation mastery at the first semester of the eleventh grade of SMA N 2 Bandar Lampung in the academic year of 2020/2021 especially in the aspects of segmental, especially in English consonant palato-alveolar fricative /sh/ and fricative-alveolar /s/. The Tongue Twister technique is good since it provides sequences of the word that is hard to say, so it can help students to train their tongue.

The methodology of the research was quasi-experimental design with three meetings actively of three treatment. The population of the research was the eleventh grade students of SMA N 2 Bandar Lampung, and the samples taken were two classes they are X1 MIPA 2 (experimental class) and X1 MIPA 3 (control class) which is consisting of 70 students. Tongue Twister Technique was applied to the experimental class and Chain Back Drill Technique was used in the control class. To collect the data, the research managed to test as the instrument which was reading two paragraphs of Analytical Exposition Text. The test was conducted at two terms: pre-test and post-test. In analyzing the data, this research managed two raters in judging the students' scores and utilized SPSS in the statistical computation.

After doing the post-test, the researcher analyzed the data obtained from both pre-test and post-test. The result of the data analysis showed that independent t-test result was 0.003 with level of significance is 0.05. From the analysis, the score of t_{observed} was higher than t_{critical} (0.05), so H_0 was rejected. It means that Tongue Twister Technique could influence students' pronunciation mastery at the first semester of eleventh grade students of SMA N 2 Bandar Lampung in the academic year 2020/2021.

Key words: *Tongue Twister Technique, Experimental Research, Pronunciation Mastery*

DECLARATION

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MOTTO

الْحَاكِمُ هُوَ مَنْ حَفِظَ لِسَانَهُ لِأَنَّ الْكَلَامَ يُنْفِذُ مَا لَا يُنْفِذُهُ الْإِبْرَةُ

A wise man always watches his utterance because an utterance can pierce anything that cannot be pierced even by a needle.¹

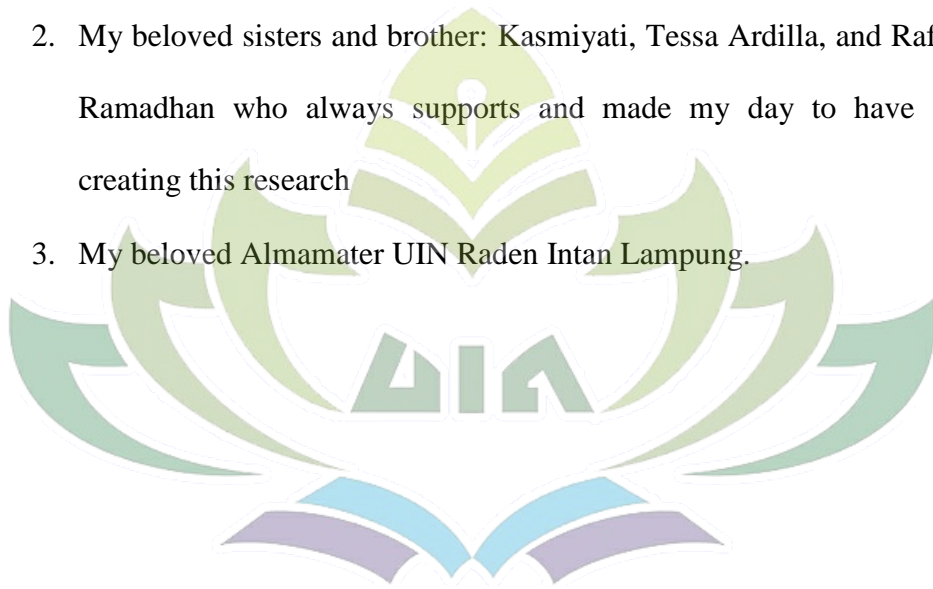


¹At-Taufik, *Permata Sang Pujangga*, (Cirebon: Bumi Cinta Press., 2012), p. 209.

DEDICATION

From the deepest place my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. My beloved parents: Mr. Unang Sukarya and Mrs. Dahniar who have bestowed me with loves and affections and tirelessly pray for my life and success.
2. My beloved sisters and brother: Kasmiyati, Tessa Ardilla, and Raffi Fajjar Ramadhan who always supports and made my day to have spirit in creating this research
3. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The name of the researcher is Serni Oktina. She was born in Liwa on November 10th 1998. She is the second child of 4 siblings of Mr. Unang Sukarya and Mrs. Dahniar. She has also 2 sisters namely Kasmiyati and Tessa Ardilla. She has also 1 younger brother namely Raffi Fajjar Ramadhan.

In her academic background, she studied at the age of seven years old in Elementary school of SD N 1 Padang Dalom and graduated on 2011. Then, she continued to Junior High School of SMP N 4 Liwa and finished on 2014. On the same year, she was accepted to Senior High School which located outside West Lampung, that was SMK N 1 Kotabumi, North Lampung and graduated on 2017. Stepping to higher education, on 2017, she was accepted to one of state university in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

During studying at UIN Raden Intan Lampung, the researcher joined as an active member of external organization which called with Pergerakan Mahasiswa Islam Indonesia (PMII) since 2017 until now, and member of English Students Association (ESA). She also join an international organization namely AIESEC as an organizing committee program of MAHIDANA Project at summer 2018. She active in community which focus on Education such as Gebyar Pelajar Lampung, Forum Pelajar Lampung, and etc. And She is a founder of community that focus on Education and Social Development field, namely Giant Community, which was established in November 2020 until now.

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Thanks to Allah, the almighty, most merciful, most beneficent, and the most exalted for blessings and mercy to the researcher during her study and accomplishment of this thesis. May peace and salutation also be upon our prophet Muhammad SAW who has brought and guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Tongue Twister Technique Towards Students’ Pronunciation Mastery at the First Semester of Eleventh Grade of SMA N 2 Bandar Lampung in the Academic Year 2020/2021” is handed in as compulsory requirements for S-1 Degree of English Department Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung.

The researcher is fully aware that he cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final project in which the researcher cannot mention all of them. He wishes to give the sincerest gratitude and appreciation to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, 2021
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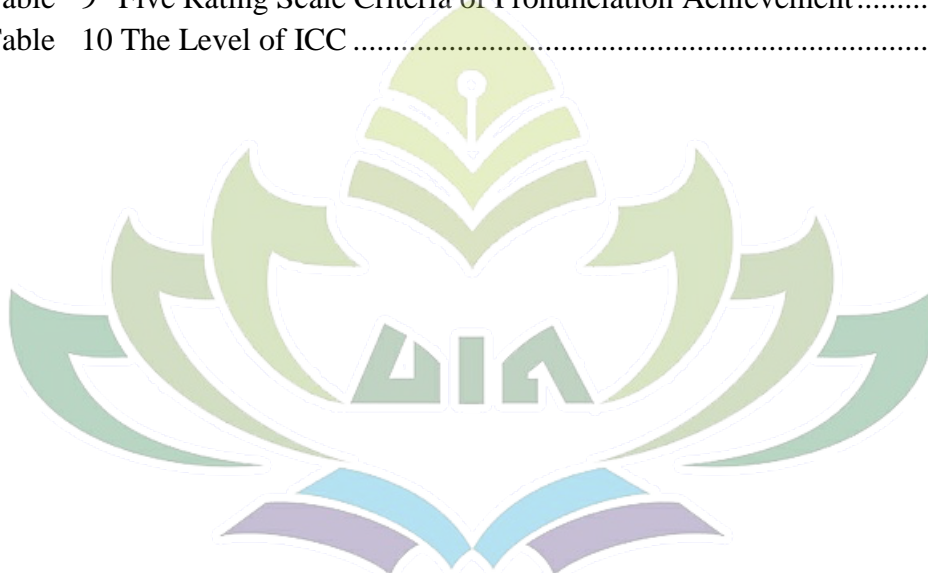
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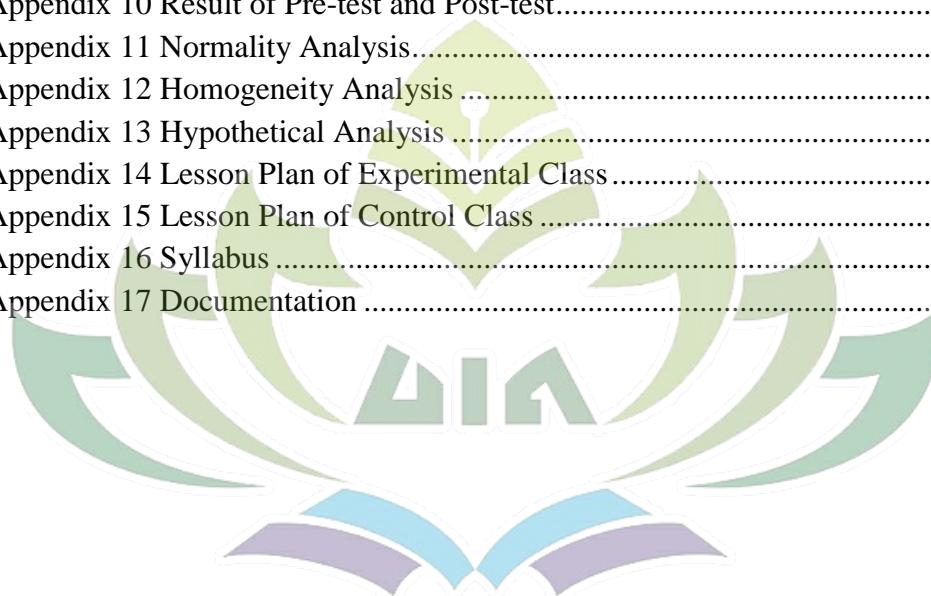
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² Vrenti Siska, The English Teacher of SMAN 2 Bandar Lampung, Data of Sudents' Speaking Score at the First Semester of Science and Math eleventh Class of Academic Year 2020/2021, (November 15th, 2019), Unpublished.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As the most spoken and learned language, English has become a global study that is interesting to be mastered in every country across the world. It is academically studied as a subject of language learning through the educational area in schools, colleges, and universities. English is also learned as the medium of learning other disciplines such as in businesses, economics, and other studies. It has become a language of knowledge, everything nowadays has been written in English language. Hutchinson stated that English is important regarding that it is used by many people as communication, and it is also learned as the key to the international currencies of technology and commerce.³ Hence, English proficiency is highly required to be mastered—especially for those who need it in the larger scope of communication and insight.

It is generally believed that when people learn a language, they want to be able to use it for communication. The most common form of daily communication is interpersonal, that is face-to-face communication at the same time and in the same place. In terms of having an interpersonal communication in a foreign language, a learner must not only consider the

³Tom Hutchinson and Alan Waters, *English for Specific Purpose- A Learning Centered Approach*, (Cambridge: Cambridge University Press, 1987) p. 6

basic competence of communication but also the language itself including how it is articulated which is related to intonation, stress, and pronunciation.

Pronunciation is one of the basic components of speaking. It was a productive skill because while speaking, the speaker should think and pronounce words correctly using appropriate pronunciation. The ability to speak using accurate pronunciation is very important. If we do mispronounce while speaking, it made the listener difficult to understand what we are talking about. Furthermore, it could be one of the factors which can lead to the conversation breakdown.

As for teaching process, pronunciation is a useful basis affecting other aspects of language. For example, pronunciation eases the listening comprehension and enables one to be intelligible during verbal interaction. Furthermore, it also assists learners, especially students, to gain the skills they need for effective communication in English.⁴ Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. As the area changes and so does the perception of language learning, teaching and learning pronunciation has begun to evolve from being neglected to being recognized as an important element in a language class. Most of Indonesian students' pronunciation ability was still low. They considered pronunciation as the difficult subject since the sounds of words were usually different from

⁴M. R Ahmadi & A.P Gilakjani, "Why Is Pronunciation So Difficult To Learn?", *English Language Teaching*, Vol. IV No.3 (September 2011), pp.74-83 (Available on: <https://files.eric.ed.gov/fulltext/EJ1080742.pdf>) (Accessed on Tuesday, December 3rd 2019, 13:27)

their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one.

Based on the preliminary research conducted at SMA Negeri 2 Bandar Lampung on November 12, 2020, it was found that most of the eleventh grade students had problems with their pronunciation. They speak English with poor pronunciation. From the interview with the English teacher, Vrenti Siska, M.Pd., it was found that most of the students had difficulties in pronouncing words correctly since they lacked practices in pronouncing words and they were less motivated to learn pronunciation. They were unable to produce sounds like She /ʃi:/ See /si:/ and Shake /ʃeɪk/ sake /seɪk/ correctly.⁵ On the other side, the researcher also gave the questionnaire to the students. Specifically to the pronunciation, students enjoy learning pronunciation in the classroom but 85.5% students didn't like the monotouns technique. As a result, the students are difficulties in pronouncing words in English (78.2% of students) and English consonant (86.8% of students). These data lead to the conclusion that students of eleventh grade have several issues of mastering English and they feel helped if the teacher administers an attractive technique in the classroom.

The result of interview with the English teacher, Vrenti Siska, M.Pd., most of students in the eleventh grade had low ability in pronunciation, specifically to pronounce words correctly.⁶ This may be caused by many factors, such as, the interference of mother tongue and lack of pronunciation

⁵ Vrenti Siska, M.Pd., An English Teacher at SMAN 2 Bandar Lampung, November 12, 2020, an *Interview*.

⁶ Vrenti Siska, Interview with a Lecturer, UIN Raden Intan Lampung, Bandar Lampung, February 2th 2020, Unpublished.

practice. For example, the students mostly pronounced the word /seɪk/ for word shake instead of /ʃeɪk/, whereas the sound /seɪk/ was for word sake. The words shake (fricative palato-alveolar) and sake (fricative alveolar) were two different words in English which have different meanings and different pronunciations as well. If it occurs continually, the possibility was that when they speak or read those words, the listener may not understand their meaning. In contrast, for Indonesian language, the sounds /s/ and /ʃ/ do not change the meaning of the words. The example was when someone pronounces /saya/ with /ʃaya/ other people were still able to understand that the meaning refers to himself. There were several words that are difficult for students to distinguish and pronounce minimal pair:

She /ʃi:/ See /si:/

Shake /ʃeɪk/ sake /seɪk/

It was possibility that the students lack practice of pronunciation in the class. It might because by the fact that the teacher still used the conventional technique by commanding the students to repeat the sound after the teacher if the students are wrong the lecture will tell the students about their mistakes without giving any interesting activity to motivate and tune up students' mood. It is called with drilling technique. Some students talked that this technique is too monotonous and boring to them.

Since pandemic COVID-19 attacked Indonesia, all process of teaching and learning process is from home or through online learning. Many students and parents complain about the ineffectiveness of online learning process. Therefore many learning objectives have not been achieved and the students

got stressed all the time because of this problem. Therefore teachers must be able to manage classroom atmosphere and learning process to be more fun and more effective by using a variety of techniques and strategies that are even more helping and entertaining students to be more active in the teaching and learning process.

As a result, they got difficulties in speaking, particularly in pronouncing English words correctly and they surely could not have a good achievement in English. This influences the gaining of their English score. When the teacher gave them an English test, most of them got scores below the criteria of minimum mastery 75. See the table below.

Table 1
Data of Accomplishment in Speaking Assessment at the First Semester of the MIPA Eleventh Grade of SMA N 2 Bandar Lampung in the Academic Year 2020/2021⁷

No	Classes	Accomplished Students by the Minimum Criteria of Mastery		Number of Students
		<75	≥75	
1	X MIPA 1	21	14	35
2	X MIPA 2	23	12	35
3	X MIPA 3	18	17	35
4	X MIPA 4	19	17	36

⁷ Vrenti Siska, The English Teacher of SMAN 2 Bandar Lampung, Data of Students' Speaking Score at the First Semester of Science and Math eleventh Class of Academic Year 2020/2021, (November 15th, 2019), Unpublished.

5	X MIPA 5	21	14	35
TOTAL		102	74	176
PERCENTAGE		57,95%	42,05%	100%

The percentage shows that 57.97% of students did not pass the minimum criteria of mastery, when the rest of the students claimed as successful as passing the standard score. This is partly implied that students' speaking ability is still low.

According to Ramelan, when a student wants to learn a foreign language, in this case, English, they have to learn to speak it. He must try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until their pronunciation is satisfactory and acceptable to them.⁸ It means that to master English, especially pronunciation, students need to do more practices. A teacher or the lecturer should be able to demonstrate an example of right pronunciation or to provide an appropriate teaching technique in order to gain students' interest in improving their English pronunciation.

Based on theory above, an interesting and fun technique will be used in this research that called tongue twister technique. The technique is appropriates and suitable to develop their pronunciation then make the students speak English well. The role of Tongue Twister technique in teaching pronunciation is to train the student's tongue. This statement is

⁸ Ramelan, English Phonetics, (Semarang: UPT UNNES Press, 2003)p.2

supported by Kiely that tongue twisters is a technique that can be used as an effective means for entertainment and speech therapy by pronouncing the word quickly and correctly.⁹ It means that by practicing tongue twister, the students will be treated to pronounce words which are hard to say, especially when repeated quickly. The main purpose of tongue twister is to give an oral exercise in order to show how to pronounce the difficult words. That is the reason why the writer assumed that tongue twister technique is important to use. Students are expected to know what tongue twister is and how to apply it in Pronunciation Practice. Therefore, it is important to explain a brief explanation about tongue twister in order to make sure that the participant understand and able to practice it.

These are some previous studies that deal with tongue twister. One of them was done by Turumi, 2015 entitled “Using Tongue Twister to Improve the Pronunciation of Grade VIII Students of SMPN 4 Palu in the Academic Year of 2014/2015 (Quasi-Experimental Research Design).¹⁰ Based on her research it was proven that tongue twister can improve students’ pronunciation in sounds [ə] , [ð]. It can be seen from the result was found that t-counted was 3.85, t-table was 2.06 and the level of significance is 0.05. it showed that the research hypothesis was accepted. Meaning that, using tongue twister can improve the pronunciation of grade VIII students of SMPN 4 Palu.

While Dewi under the title “Improving the Eleventh Grade Students’ Pronunciation and Active Participation by Using Tongue Twisters at SMA

⁹ Michael, J Kiely, Tongue Twister Game and Method to Play, (United States: Patent Application Publication, 2016)p.3

¹⁰ Yollanda L. Turumi, *Using Tongue Twister to Improve the pronunciation Ability*, An Experimental Research of Grade VIII Students of SMPN 4 Palu in Academic Year of 2014/2015.

Muhammadiyah 3 Jember in the 2015/2016 Academic Year.” (A Classroom Action Research).¹¹ The action research was carried out to improve the eleventh grade students' pronunciation supra-segmental and active participation. In cycle 1, the researcher gave the test that actually the result not success yet and it continued to the next cycle. In cycle 2, the researcher gave different topic from cycle 1 and the result has been achieved. The researcher summarized that using tongue twister can improve students' pronunciation and students' participation in the classroom activity.

Moreover, Maulida, 2015 entitled “The Implementation of Tongue Twister to Improve the Students' Ability to Pronounce Long Vowel Sounds at the Eighth Grade Students of SMP Ma'arif 1 Ponorogo in Academic Year of 2014/2015” (A Classroom Action Research).¹² The improvement of students' pronunciation could be seen from the mean score in pre-test, test 1 and post-test. In the scale of 100. The mean score of long vowels were (31), it improved to (58) and (72). In conclusion that tongue twister technique can improve students ability to pronounce long vowels.

From the third previous researches above, all of them used the same technique namely Tongue Twister. However they are different, first, research by Turumi focus on improving students' ability to pronounce [ə], [ð] sounds and she applied an quasi-experimental research design.¹³ The second, research

¹¹Lutfiani Dewi, *Improving the Eleventh Grade Students' Pronunciation and Active Participation by Using Tongue Twister*, A Classroom Action Research at SMA Muhammadiyah 3 Jember in the Academic Year 2015/2016.

¹² Lailatul Maulida, *The Implementation of Tongue Twisters to Improve The Students Ability to Pronounce Long Vowels*, A Classroom Action Research of the Eighth Grade Students of SMP Ma'arif 1 Ponorogo in the Academic Year of 2014/2015.

¹³ Yollanda L. Turumi, *Using Tongue Twister to Improve the pronunciation Ability*, An Experimental Research of Grade VIII Students of SMPN 4 Palu in Academic Year of 2014/2015.

by Dewi focus on improving students' pronunciation in supra-segmental aspect and her research applied a classroom action research. The third research by Maulida used same research design named a classroom action research but her focus is using tongue twister technique in improving students' ability to pronounce long vowel.

Based on the explanation from the researchers above, the researcher decides to conduct a research entitled "The influence of using tongue twister technique towards students' pronunciation ability at the first semester of eleventh class of SMA N 2 Bandar Lampung in the academic year 2020/2021" to know whether there is have a significant influence of using tongue twister technique towards student pronunciation ability.

B. Identification of the Problem

Based on the background above, the identification of the problems are as follow:

- a) Most of students' pronunciation mastery was still low.
- b) The students still made mistakes in English consonants.
- c) The students still got difficulties in understanding the correct sounds.
- d) The students still had less interesting in learning pronunciation.

C. Limitation of the Problem

The research will be focused on how the influences of tongue twister technique towards students' English consonant pronunciation in palato-alveolar fricative /sh/ and fricative-alveolar /s/.

D. Formulation of the Problem

Is there a significant influence of using tongue twister technique towards students' pronunciation mastery at the eleventh grade of SMAN 2 Bandar Lampung in the academic year 2020/2021?

E. Objective of the Research

To know a significant influence of using tongue twister technique towards students' pronunciation mastery at the eleventh grade of SMAN 2 Bandar Lampung in the academic year 2020/2021

F. Use of the Research

1. Theoretically

It may support the theory that using tongue twister game can be applied to teach pronunciation.

2. Practically

It may inform English lecturer how to teach pronunciation by using tongue twister game.

G. Scope of The Research

1. The subject of the research

The subject of the research will be the students at the first semester of eleventh grade of SMAN 2 Bandar Lampung in the academic year of 2020/2021.

2. The object of the research

The object of the research will be the influence of using tongue twister technique towards students' pronunciation mastery.

3. The place of the research

Place of the research will be at SMAN 2 Bandar Lampung.

4. The time of the research

The research time will be conducted at the first semester of eleventh class of SMAN 2 Bandar Lampung in the Academic Year of 2020/2021.



CHAPTER II

LITERATURE REVIEW

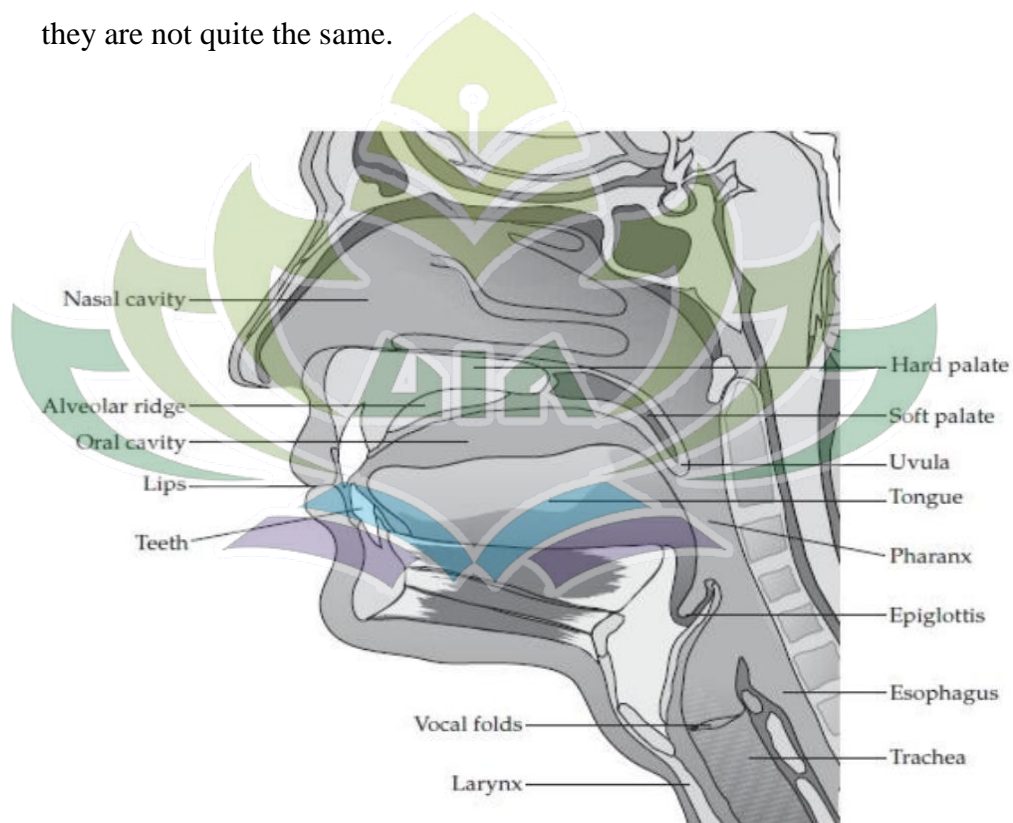
A. Concept of Pronunciation

Communication among speakers can be restricted unless the interlocutors pronounce the language clearly. In case, any force on the aspects of pronunciation such as inaccurate spelling, stress, or intonation may cause to misunderstanding and blurring. As a “sender” of information whether to convey something in general or to intend about personal information, using an intelligible communication is necessary to avoid judgments. Unclear spoken language of language user will cause a judgment of being uneducated, incompetent or lack of knowledge, even though the listener only responding to the pronunciation.¹⁴ People who have a good pronunciation will ease themselves in communication by means of understanding the language and using the language. Even if someone has perfect grammar mastery but has an under-rated ability of pronouncing in proper way, he/she will have a limited access in communication. Thus, working in pronunciation area is highly essential for communication.

Generally, pronunciation is a matter of act or manner to produce the sound in utterance through proper ways. It consists of standardized sounds that are created by the air flows which passed through articulator—articulation organs. Each of created sounds has different melody or sound, since they are generated in particular places. Altering the characteristics of a

¹⁴AMEP Pronunciation. “*What is pronunciation?*”. (AMEP Research Center: October 2002). p. 1 (Available on: http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf) (Accessed on Saturday, September 29th 2018, 7:04)

stream of air produces speech. The airstream used in speech can originate at different locations, but the lungs are the usual initiators. The respiratory and digestive tracts generate speech as the brain directs them. For example, the tongue and air movements from the lungs are important in the production of speech sounds. In pronunciation, the articulators which take place in the production of sound are windpipe, larynx, vocal cord, nasal cavity, uvula, and it can be seen in Picture 1.¹⁵ These articulators perform different sound in language which the sounds of language may be similar to another. However, they are not quite the same.



Picture 1. *Articulators of Sound Production*

¹⁵Bruce M Rowe and Diane P Levine, *A Concise Introduction to Linguistic (4th Ed)* (New York: Routledge, 2015). p. 30

Jones states, “pronunciation is defined as the way in which a language is spoken. It is a production of phonemes, which is of accurate standard for certain group of people.”¹⁶ In addition, Hornby defines pronunciation as a way in which a language is spoken, person’s way of speaking a language or words of language.¹⁷ It means that the learners need to know how to pronounce words of language when they learn a foreign language. By knowing how to pronounce words of language, the learners can speak the language well.

In English, pronunciation is theoretically branched into two aspects: segmental and supra-segmental. The attention to the particular sounds of a language is called as segments. Meanwhile, aspects of speech beyond the level of the individual sound, such as intonation, stress, rhythm are called as supra-segmental aspects. Munro and Wiebe stated that effective English pronunciation training should encompass both “segmental” and “supra-segmental” aspects: phonemes, stress and intonation.¹⁸ Both aspects of pronunciation are two obligatory requirements to access effective communication of language to result an excellent mastery of pronunciation.

Murcia says “The challenges of mastering two aspects of pronunciation show that both aspects are obviously related. Firstly, segmental features are the individual sound units such as vowels and consonants which

¹⁶ Daniel Jones, *An Outline of English Phonetics*, Cambridge University Press, Cambridge, 5th ed. 1983, p.14

¹⁷ As. Hornby, *Oxford Advanced Learners’ Dictionary of current English*, Oxford University Press, Oxford, 1948, p.670

¹⁸ M. J. Munro & M. T. Derwing, “The Functional Load Principle in ESL Pronunciation Instruction: An Exploratory Study”, *System: An International Journal of Educational Technology and Applied Linguistics*, Vol. 34 No. 4 (2006), p. 520-531. (Available on : https://www.academia.edu/29218486/The_functional_load_principle_in_ESL_pronunciation_instruction_An_exploratory_study) (Accessed on Saturday, September 29th 2018, 8:01)

also correspond to phonemes or allophones”.¹⁹ Language learners may have difficulties learning these features due to the difference between their native language and target language. In some cases, specific segmental features may be completely does not exist in the mother tongue of the learners. In acquisition of these segmental features, it may be challenging for the learners. Unlike segmental features, which only deal with individual sounds, supra-segmental features of pronunciation encompasses rhythm, intonation, stress in a word or sentence. Supra-segmental features of pronunciation are responsible of the quality in communication to a great extent, so they should have a big considerable place in teaching pronunciation. However, they will gain shuttle pronunciation if both aspects are mastered precisely. Here are the descriptions of both aspects:

a. Segmental Aspects

Segmental aspects deal with individual sounds or word. It encompasses individual sounds such as vowels, consonants, and diphthongs. Sound itself is a vibration that travels through the air or other medium and can be heard when they reach a person's or animal's ears.²⁰ Furthermore, Avery argued that speech sound is made by air moving outward from the lungs through the mouth or nose.²¹ Hence, sound is vibrations that go through the medium, or operationally move outwards from the lungs to the mouth and nose and can be heard from one's ear. There are three kinds of speech sounds as they follow:

¹⁹M. Celce-Murcia, D. M. Brinton, & J. M Goodwin, *Teaching pronunciation: Areference for teachers of English to speakers of other languages*. (New York: CambridgeUniversity Press, 1996) p. 35

²⁰English Oxford Living Dictionaries, “sound”, (On-line) available at: <https://en.oxforddictionaries.com/definition/sound>

²¹Avery Peter and Erlich Susan, *Teaching American Pronunciation*, (New York: oxford University Press, 1992) p.11

a) Vowel

According to Roach, vowel is defined as sounds which have no obstruction when it passed or flow from the larynx to the lips. Simply, saying “ah” is the example of making vowel sounds. Similarly, Rowe argued that vowels are sounds that are produced with no closure or obstruction of the airstream. The differences between various vowel sounds depend on two things: employed cavity (oral, nasal, or pharyngeal) and formed shape in that resonance chamber. The shape of the oral cavity is primarily affected by the position of the lips and the placement of the tongue. For instance, the vowel sound in the word “to” is produced with the high point of the tongue in the back of the mouth, the oral cavity relatively closed, and the lips rounded. The vowel sound in “cat” is formed with the high point of the tongue toward the front of the mouth, the oral cavity relatively open, and the lips spread. In English, vowels are divided into two main branches as they follow:

1) Short Vowels

Short vowels are vowel sounds which have relatively short sounds. They can be seen in the table 1:

Table 1
Short Vowels

Short vowels	Example of words	Lips' manner
<i>ɪ</i>	bin, pin, fish	slightly spread
<i>ɛ</i>	bet, men, yes	slightly spread
<i>æ</i>	bat, man, gas	slightly spread
<i>ʌ</i>	but, some, rush	Neutral
<i>ʊ</i>	put, pull, push	Rounded
<i>ɒ</i>	pot, gone, cross	slightly rounded

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.14-15).

There is one other short vowel that is ə (schwa). This vowel is very familiar in English. The example of word is the first sound in the word “oppose”, or the sound that can be heard a lot when native English does non-rothic in the word endings with or, -iar. Example: Actor, Similar, and etc.

2) Long Vowels

Contrary to the previous one, long vowels are sounds that length longer relatively than short vowels. It is usually symbolized by the one vowel with length-mark double dot “:” as it shows on the table 2:

Table 2
Long Vowels

Long vowels	Example of words	Lips' manner
i:	beat, peace, mean	slightly spread
ɜ:	fern, purse	Neutral
ɑ:	card, pass, half	Neutral
u:	food, good, loose	moderately rounded
ɔ:	broad , torn, horse	strong lip-rounding

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.18-19).

It is noticeable that the five long vowels are quite different from the six short vowels. It is not only in length but also in quality. If comparing one by one, the quality: position of tongue, shape of tongue, and lip position is different, and so does the length.

b) Consonant

Rowe defined consonant is a speech sound that is formed when the airstream is constricted or stopped (and then released) at some place along its

path before it escapes from the body.²² In the same opinion, Kelly argued that consonant is produced by interrupting, restricting, or diverting the airflow in various ways.²³ Technically, a part of the vocal tract impedes the pulses from the larynx and it is when a consonant voice is created—either voiced or voiceless. The air flows can be immediately hampered by the momentary closure of the glottis (the gap between the vocal folds) and followed by a sudden opening. In English pronunciation, consonant is separated in two basic ways: the place of articulation, the manner of articulation and voice or voiceless. They are elaborated as it follows:

1) Place of Articulation

Speech sounds that are made by the movement of the speech organs are defined as articulation. In voicing sound, the places of the airflow obstruction determine the produced sound and it is referred as the place of articulation.²⁴ The exact place of articulation for a specific sound will vary from each person and even from time to time for an individual. Furthermore, in acoustic terms, sounds that we fathom as being the same often are not the same. In the list of places of articulation, English consonants are demonstrated as examples. They are classified as in the table 3:

²²M Bruce Rowe, *Ibid*, p.34

²³Gerald Kelly, *How to Teach Pronunciation*, (Essex: Pearson Education ESL, 2000), p.47

²⁴Adrian Underhill. *Sounds Foundation: Learning and Teaching Pronunciation*. (Oxford: Macmillan Education, 2005), p. 30

Table 3
Place of Articulation

Place of articulation	Consonant symbol/ Phonetic	Example of words
Bilabial (produced by meeting the lips together)	<i>[p], [b], [m]</i>	pool, back, must
Labio-dental (formed by raising the lower lip until it comes near the upper front teeth).	<i>[f], [v]</i>	fine, five, vim
Dental (produced when tongue might go either between the top and bottom teeth or behind the top front teeth)	<i>[θ], [ð]</i>	think, then, them
Alveolar (formed by raising the tip or blade of the tongue to the alveolar ridge, the bony ridge behind the upper teeth)	<i>[t], [d], [n], [s], [z], [l], and [r].</i>	time, dime, nine, sigh, zeal, lie, and reef
Velar (created when the back of the tongue articulates with the soft palate)	<i>[k], [g], and [ŋ],</i>	hack, hag, and hang
Labiovelar (created by rounding the lips while the back of the tongue is raised in the velar region)	<i>[w]. [ʍ].</i>	which, witch

Glottal (articulated by the glottis)	[ʔ]. [h]	button, mountain, hag, hill
Palatal (formed when the blade of the tongue articulates with the back of the alveolar ridge or palate)	[e] , [ø][ɜ],dɜ],and [y],	Shed, cheap, pleasure, midget, you

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

2) Manner of Articulation

Manner of articulation is referred to the nature of the physical obstruction to the airstream. Rather than “where” it shows “how” the characteristic of consonant sounds are initiated. However, the obstruction happens in any places along the vocal tract—but many sounds are found at the same location. In English the manner of articulation can be seen in the table 4:

Table 4
Manner of Articulation

Manner of Articulation	Production	Phonetics
Nasals	Produced in both the nasal and oral cavities (when the velum At the raising Position and locking the Airstream’s passage).	<i>mad</i> [m] (<i>bilabial</i>), <i>nose</i> [n] (<i>alveolar</i>), <i>sing</i> [ŋ] (<i>velar</i>).
Stops/plosive	Created by momentarily stopping off the airstream.	<i>bilabial</i> [p],[b] <i>alveolar</i> [t] [d] <i>velar</i> [k][g] <i>glottal</i> [ʔ].

Fricative	Produced by an incomplete restriction (partially obstructed which causes turbulence) of the air flow. The Result is a hissing sound similar To the first sound you hear coming from a whistling teapot	<i>Labio-dental</i> [f] [v], <i>dental</i> [θ][ð], <i>alveolar</i> [s][z], <i>palatal</i> [r] and [l].
Affricates	The affricate starts out as a stop but ends up as a fricative.	[tʃ], [dʒ]
Glides	Produced as a making semi-vowels similar sound but the restriction of the airstream that Is less than in other consonants,	[y], [w], and [ɰ]
Retroflex	Curling the tip of the tongue up behind the alveolar ridge and by bringing the tongue forward and upward toward the alveolar ridge without touching the ridge.	[ɻ], [ɭ]

(Adapted from Bruce M Rowe & Diana P Levine, *A Concise Introduction to Linguistic*, 2013, p. 34-35)

c. Diphthong

Generally, diphthong is a combination of two vowels.²⁵ It is a double vowel sound that starts with one vowel sound and gradually moves into another vowel sound (or glide).²⁶ The same opinion said by Roach that diphthong is sound which consists of movement or glide from one vowel to another. From the definition above, it can be concluded that diphthong is double vowel which move or glide gradually from the first vowel to the second one. In English there are 8 diphthongs as they follow:

Table 5
Diphthong

Diphthong	<i>ɪə</i>	<i>eə</i>	<i>ʊə</i>	<i>eɪ</i>	<i>aɪ</i>	<i>ɔɪ</i>	<i>əʊ</i>	<i>aʊ</i>
Example	fiece, aired,			paid, nice, void, go,				
of	ian, cheirned		Tour	maid time	noisy home			
Word								gown, House

(Adapted from Peter Roach, *English Phonetics and Phonology*, 1991, p.20-22).

2. Supra-segmental Aspects

There are two general elements of supra-segmental aspects as they follows:

a. Stress

The word “stress”, which in Linguistics commonly symbolized with /'/, refers to the term that represent “the emphasis” within syllable(s) in a word or words in a sentence. Rowe used the detail term that stress is

²⁵Gerald Kelly, *Op.Cit*, p. 34

²⁶Bruce M Rowe, *Op.Cit*, p. 46

general term when speakers make emphatic or more prominent on word.²⁷

Stress can be attained by increasing the relative loudness, raising the pitch, or increasing the length of any part of the word in an utterance. Within an utterance, stress can fall differently to the particular syllables.

b. Intonation and Pitch

While verbally conveying message to others, people unintentionally tend to make a phenomenon of changing the tone of their voice. It is probably done in order to make their communication more expressive or meaningful. Theoretically, this process relates with two prosodic terms called as pitch and intonation. Odisho defines pitch as the continuous altering in the fundamental frequency, or simply is called as the melody of speech.²⁸ Pitch is linked to the stress word and is essentially brought in speaking into two different ways that are high and low. In interpersonal communication, people usually speak in high pitch to show excitement, anger or terrifying, and so in a low pitch to express boredom, exhaustion or even unexciting. Ergo, this term takes place on carrying meaning in communication.

B. Concept of Teaching Pronunciation

The most fundamental reason for teaching pronunciation in the class comes from the consideration that students' errors in pronunciation may lead to misinterpretation or unsuccessful communication. For example, if student says "I do not like his story" in history class, it will probably result in

²⁷*Ibid*, p. 52

²⁸Edward Y Odisho, *Pronunciation Is in The Brain Not in The Mouth*, (New Jersey: Gorgias Press, 2014) p. 140

misinterpretation for some reasons. It will be understood that the person does not like a particular person of male gender person's story or does not like the history class itself. This one has something to do with error in stressing the word in a sentence so that the meaning or function of utterance is incorrectly interpreted. Placing the appropriate stress and even to another aspect of pronouncing such as intonation can effect on misunderstanding. As Kelly argued that teaching pronunciation is an important basis regarding to students' error that may inhibit successful communication.²⁹ Hence, to deal with error in pronunciation is a great deal for the teacher to teach in the class.

In reality, setting up pronunciation teaching-learning to the classroom was attracted little attention. Pronunciation is less famous to be taught comparing to grammar and vocabulary so students are required to learn it. According to Hariri, foreign language teachers should emphasize the pronunciation in the class, since sounds play an important role in communication.³⁰ The matter of teaching pronunciation in the class is affirming intelligibility that students have, so ambiguous message between the speaker and listener will be diminished. Gilbert adds there are two fundamental reasons to teach pronunciation: students need to understand and they need to be understood.³¹ If they cannot be understood and are not able to comprehend spoken English well, they are cut from the language. All these ideas result in the conclusion that sound recognition and the sound production

²⁹Gerald Kelly, *Op, Cit.* p. 11

³⁰M. Hariri. "A review of literature: a gender-based study of pronunciation accuracy". *Research Journal of Applied Sciences, Engineering and Technology*, Vol.4 , (2012), p. 461(Available on: <http://maxwellsci.com/print/rjaset/v4-4861-4864.pdf>) (Accessed on Saturday, September 29th 2018, 7:22)

³¹J Gilbert, *Op.Cit*, p.8

are obligated in order to perform good communication, and so someone has to deal on both aspects: segmental and supra-segmental aspects.

As a non-English spoken country, teaching pronunciation in Indonesia mostly emphasizes on the segmental aspects (individual sounds or words) rather than supra-segmental (intonation and stress). The reason behind this truth is because the target language has some different features of pronunciation with the mother tongue so strengthening the smaller areas such as individual sound and word will be the good strategy. However the environment suggests to bigger issues, to be communicative students, they must master either to segmental or to supra-segmental. In the classroom, when supra-segmental aspect is not taught, pronunciation teaching, however, is also neglected. Kelly argued that teaching pronunciation has two keys: it tends to be neglected and it is not neglected.³² While the students are led to be pronouncing-word-machine, they get stiff to communicate in utterance, and the utterance might seem to be choppy and unnatural. Unsuccessful achievement of supra-segmental aspect, such as stress and intonation, can cause a bigger problem because it tells more than just a single series of words, but conveying the meaning. Students however are aimed to be language user—not just master to pronounce words by words correctly. In fact, the practice does not carry out well. So, it is obvious that in order to mingle in communication, students are obligated to mastery firstly in segmental and the next is supra-segmental and the teacher should give the effective and best approach for students to acquire those aspects.

³²*Ibid.* p. 11

Afterwards, the other crucial thing in accordance to the feature of pronunciation should be the focus of instruction. There are two common terms related to approach of teaching pronunciation: bottom-up and top-down. According to Odisho, a bottom up refers to the term of teaching pronunciation from the smaller into the larger unit (segmental to supra-segmental aspects), while in contrast, top-down implies the reversal of the order.³³ Bottom-up is well-known as a traditional approach in teaching pronunciation which confirms to the understanding of consonants and vowels. Yet, teaching through bottom-up process often result in lacking of contextualization in larger area such as speech. Teaching pronunciation should agree on two sides of directions in order to complete the cycle of communication. In the top-down process, teaching pronunciation requires critical thinking and analyzing, and deducing to the pronunciation rules learnt in the segmental aspects so the students will be more natural while uttering. Hence, in teaching pronunciation, segmental and supra-segmental aspects are both used, even that supra-segmental is more contributive and comprehensive for students to meet the goal of their learning pronunciation that is “intelligibility”.

At the end, having a native-like pronunciation is not the goal of learning pronunciation. According to Linda, there are more realistic goals of learning pronunciation: intelligibility, comprehensibility, accent, and voice quality.³⁴ Intelligibility itself is the degree in which the students can recognize words, phrases, and utterances. Comprehensibility, or claimed also as “comfortable intelligibility” refers to the ease in which students can

³³Edward Y Odisho, *Op,Cit.* p. 84

³⁴Linda Lane. *Tips for Teaching Pronunciation: A Practical Approach.* (White Plains,NY: Pearson Education ESL, 2010). p. 2

understand a non-native speaker. Another term, accent describes the distinctive feature that differs native and non-native speaker. The last goal of pronunciation is having a good voice quality. It refers to the feature of pronunciation in speech (level of pitch). Newton adds also that the importance of learning pronunciation is to have phonological loops. This term, means that the brain is habitually saying the word to it and become a long-term memory. In conclusion, learning pronunciation is not a matter of getting native-like pronunciation, but to be intelligible, comprehensible and verbally good-accented.

C. Techniques and Activities in Teaching Pronunciation

To achieve all explained goals of pronunciation, techniques and activities should be implemented to class. Kelly argues that there are some techniques and activities that can be employed. There are a lot of common techniques and activities that can be used by the teacher to teach pronunciation.³⁵

1) Drilling

One of the main ways in which pronunciation can be taught and practiced in classroom is through drilling. In its most basic form, drilling simply involves the teacher saying word or structure, and getting student to repeat it. Being able to drill properly is a basic and fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and help them remember new item.

³⁵Gerald Kelly, *Op.Cit*, p.15-22

Drilling often follows a process known as eliciting. It is to encourage students to bring a word, phrase or structure as they study before. Teachers generally using prompt, pictures, mimes, etc, to help learning process along and can give the relevant item to the students if none of them is able to offer it. Teacher's main role of drilling is to provide model of the word, phrase or structure for student to copy. The teachers generally drill chorally first of all, which means inviting the whole class to repeat the item in unison. This activity will help students to build confidence, and gives students the chance to practice pronouncing.

2) Chaining

Chaining is used to drill long sentences involving difficult words and sounds. Teachers separate certain words from sentence, and model them separately for student to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

a. Back Chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from start, and gradually add to length. The students got wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

.....told him

.....would've told.

.....if I'd see him.

Repeat by the students.

Example:

.....told him

.....would've told.

.....if I'd see him.

b. Front Chain

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, and gradually add to length. Students' error in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example:

If I'd seen him.....

I would've

I would've told him.

3) Substitution Drilling

Substitution drilling is another important and useful variation in teaching pronunciation. This involves drilling a structure, but substituting items of vocabulary into the sentence being dealt with, as follow:

Teacher : it's in the corner

Students 1 : it's in the corner

Teacher : it's in the corner

Student 2 : it's in the corner

4) Giving Feedback

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning. Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning program and can take various forms. In this research, giving feedback is making correction which is used by teacher in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of Language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice raising their intonation, giving one that is chosen for student which is true or false, and write some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will have more confident in pronouncing English word.

5) Minimal Pair

Minimal pair is a pair of words that differ only in one sound, for example *flight* and *fright* or *cut* and *cat*. If the speaker fails to pronounce that one sound distinctly in one of the words, the speaker had said the other word. For example, if a speaker fails to distinguish the sounds /r/ and /l/ in saying *I had a terrible flight*, he or she may be understood to have said *I had terrible fright*. In practice, the context usually makes it obvious which word was meant. However, the teacher can use minimal pairs to good advantage in the classroom as a way of focusing on sounds. It means,

we can use minimal pairs in teaching English because it can focus students' attention on their sound production and makes the students aware of unnoticed change in pronunciation.

6) Listening Activities

Listening comprehension exercises in student textbooks are often designated to sound as realistic as possible, with the participants talking at normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. For example, prior to doing a listening task, students can have the meaning and the pronunciation of particular aspect of language brought to their attention, and practice it in very controlled ways.

The combination of pronunciation study with listening activities involves getting students to notice things about the language and its use. It means, during listening activities the teacher makes students notice the pronunciation and its use. For example, how stress and intonation in pronunciation is used in conversation. The concept of *noticing* is important in pronunciation work. A language item needs to be relevant to the student at a particular time in order to be conscious intake and before the students can use it consistently. Noticing is not only of relevance to the initial presentation of an item but is also of use in the recycling of items.⁴⁰ It means, language items need to be revised and recycled as there is no guarantee that the features dealt with in the first presentation will be successfully remembered and used.

7) Reading Activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated. At some stage, when a text is read aloud either by the teachers or the students, pronunciation work can be integrated. Such text as poems, rhymes, extract from plays, etc, can be used creatively in the classroom and can offer plenty of scope for pronunciation.

Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times. For example reading aloud offers opportunities for the study of the links between stress and intonation, and of the linking of sounds between words in connected speech.

D. Concept of Tongue Twister Technique

Tongue Twister in teaching pronunciation is to train the student's tongue. Many experts have defined a tongue twister as a sequence of words that is difficult to pronounce quickly and correctly.³⁶ It means that by practicing tongue twister the students will be treated to pronounce words which are hard to say, especially when repeated quickly. Tongue twister is a popular technique that is enjoyed by children and adults alike. This activity is aimed to consolidate the English sounds students have learned by creating an atmosphere for practice. It is wise to include tongue twister that highlight particularly problematic minimal sound differences (e.g., pronunciation of /f/ and /v/; /s/ and /ʃ/; /f/ and /θ/). Tongue twisters may rarely on similar but distinct phonemes, unfamiliar constructs in loanwords, or other features of a

³⁶Robert, C. *Spoken English: Florish your Language*, United States: Patent Application Publication, 2016), p.3

language. Many tongue twisters use a combination of alliteration and rhyme. They have two or three sequences of sounds, then the same sequences of sounds with some sounds exchanged. For example, “She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure.” teachers usually use this technique in order to improve their students’ pronunciation. This technique is very effective because students do this by studying, practicing and enjoying the pronunciation of the English words. Some tongue twister sentences are humorous and having amusement values, such as “The big black bug bit the big black bear, but the big black bear bit the big black bug back!”

1. Types of Tongue Twister

There are some types of tongue twisters which can be used in the classroom. Those are as follows:

1) Sentence type

Can you can a can as a canner cancan a can?

Six sleek swans swam swiftly southwards.

A big black bug bit a big black dog on his big black

2) Repetitive

Sheena leads, Sheila needs

World Wide Web

Eleven benevolent elephants

Babbling bumbling band of baboons

Thirty-six thick silk threads

Crash Quiche Course

3) Story

- a) When you write copy you have the right to copyright the copy you write. You can write good and copyright but copyright doesn't mean copy good – it might not be right good copy, right?
- b) Now, writers of religious services write rite, and thus have the right to copyright the rite they write. Conservatives write right copy, and have the right to copyright the right copy they write. A right wing cleric might write right rite, and have the right to copyright the right rite he has the right to write. His editor has the job of making the right rite copy right before the copyright would be right. Then it might be copy good copyright.
- c) Should Thom Wright decide to write, then Wright might write right rite, which Wright has a right to copyright. Copying that rite would copy Wright's right rite, and thus violate copyright, so Wright would have the legal right to right the wrong.

Tongue twisters have various levels of difficulties. Meaning that the teacher should select an appropriate type of tongue twister based on the age and ability of his or her students.

2. Procedure of Teaching by using Tongue Twister Technique

Procedure in teaching pronunciation by using tongue twister technique, in this research the first procedure is written by Bailey. It is procedures can be implemented as follows:³⁷

³⁷ Bailey, Kathleen and Lance Savage. *New Ways in Teaching Speaking*, (Illionis: TESOL Inc. 1994)p. 29-31

- a. Teacher explains the task to the students
- b. Teacher introduces the sounds students are to practice and write their symbols on the whiteboard
- c. Teacher asks students to suggest words that illustrate the various sounds written on whiteboard
- d. Teacher reads aloud the words and asks students to listen carefully
- e. Teacher reads aloud words randomly selected from the list, and ask students to identify the words by watching the movement of teacher's mouth and tongue
- f. Teacher asks students to practice pronouncing the sounds
- g. Teacher divides the class into groups
- h. Teacher distributes a short, typed tongue twister to student in each group and ask him/ her to learn it by heart
- i. Each students are asked to repeat the tongue twister that provide by the teacher
- j. The last, the students asked to pronounce the tongue twister with rhymes that change from slow to fast

The second procedure is written by Macháčková. It is procedure is implemented as follows: ³⁸

- a. The teacher prepares the tongue twisters handout and the mp3 recordings of the sentences, which were downloaded from a webpage.

³⁸Bc. Eva Macháčková, *Teaching English pronunciation to secondary school students with focus on "th" consonants*. (Masaryk University Brno, 2012)p. 42

- b. Students are given the handouts, mp3 recordings and headphones. First, they are asked to listen to the recordings and try to read the sentences by themselves. Teacher monitors and helps if necessary.
- c. First, students practice saying the tongue twisters in pairs. Second, they are asked to memorize them and then say them correctly aloud in front of the whole class.

More over in this research the researcher adapting to the journal international which is written by Bailey, and modify based on learning models during COVID-19, in this case online learning will be applied, Zoom application will be used during teaching and learning process, and Google classroom will be the platform for the students and teacher to collecting the tasks. It is procedures can be implemented as following to Bailey:³⁹

1. Teacher explains the task to the students
2. Teacher introduces the sounds students are to practice and write their symbols on the screen
3. Teacher asks students to suggest words that illustrate the various sounds written on the screen
4. Teacher reads aloud the words and asks students to listen carefully
5. Teacher asks students to practice pronouncing the sounds
6. Teacher divides the class into groups, one group consist of three people
7. Teacher distributes a short, typed tongue twister to the student in each group and ask him/ her to learn it by heart

³⁹Bailey, Kathleen and Lance Savage. *New Ways in Teaching Speaking*, (Illionis: TESOL Inc. 1994)p. 29-31

8. Each students are asked to repeat the tongue twister that given by the teacher
9. The last, the students asked to pronounce the tongue twister with rhymes that change from slow to fast

In this research the researcher will adapting to the journal international which is written by Bailey. Because procedure that is used from bailey is very communicative activity and it can involve all students in class and good cooperation in group work. And the teacher can know which is the students who still have problem with their pronunciation and the teacher can give more practice for them.

3. Advantages and Disadvantages of Tongue Twister Technique

a. Advantages of Tongue Twister Technique

In speech theray or in a foreign language class, tongue twisters have some advantages as pronunciation technique. Bellow are some of these advantages:

1. Helping students gain awareness of their pronunciation problem.
2. Helping students focuse on and tackle the problems which lead to quick improvement.
3. Helping students build a new muscle memory.
4. Improving their listening.
5. Relieving the monotony of the lesson.

6. Allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers.⁴⁰

b. Disadvantages of Tongue Twister Technique

On the other hand, there are some disadvantages of using tongue twister in pronunciation class, one of them is the students will get difficulties in pronounce the sentence in several time fast. Besides that, tongue twisters need more time and energy both of the students and the lecturer. Each students should get the same opportunity to practice the tongue twisters. The lecturer also needs more time and energy while assisting the students practicing tongue twisters. Each students may have different pronunciation problems. Therefore, the lecturer needs more effort to observe the problems and find the best way out.⁴¹

E. Concept of Drill Technique

A drill is a classroom teaching technique used to practice new language in a foreign language or second language learners. According to Richards and Smith, “Drill is a technique commonly used in older methods of language teaching particularly the Audio-Lingual Method and used for practicing sounds or sentence patterns in a language, based on guided repetition or practice”.⁴² Therefore, drill is brought from Audio lingual method

⁴⁰Wells – Smith Partners, *The Benefits of Tongue Twisters in Speech Therapy*, 2012, (accessed on February 2th 2020)

⁴¹Ulupi Sitoresmi, *Tongue Twisters in Pronunciation Class*, Prociding ICTTE FKIP UNS 2015, Vol. 1, No. 1, January 2016, p.59

⁴² Jack C. Richards and Richard Smith, *Longman Dictionary of Language Teaching*, (London: Pearson Education Limited, 2002), p.170.

that language is speech and sets of habits. Beside it, drill which practices some aspect of grammar or sentence formation is often known as pattern practice.

According to Brown, “Drills offer students an opportunity to listen and to orally repeat certain sounds or sentence pattern of language that may contains linguistics difficulty, either about phonological or grammatical”.⁴³ It means that the teacher will focus on one element of language in a controlled activity. The teacher can help students to establish a good habit in target language and to associate selected form with their appropriate context.

From definition of drills above, the writer concludes that a drill is a teaching technique which used for practicing sound or sentence pattern of new language. There are many kinds of drill that commonly used in teaching speaking. Based on Freeman, there may be techniques described below that the teachers are already using or can adapt to their approach, as follows:

1. Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other.

2. Backward build-up drill

This is used when a long line of dialog is giving students' trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase or line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

⁴³ H. Douglas Brown, *Op. Cit.* p. 272.

a. Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

b. Chain drill

Students ask and answer each other one by one in a circular chain around the classroom.

c. Single slot substitution drill

Teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

d. Multiple-slot substitution drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrases, on at a time that fit into different slots in the dialog line. The students must recognize what part of speech each cue is or at least where it fits into the sentence, and make any other changes, such as subject verb agreement.

3. Transformation drill

The teacher gives students a certain kinds of sentence pattern, an affirmative sentence for example. Students are asked to transform

this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into passive one, or direct speech into reported speech.

4. Question and answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly

F. Concept of Chain Drill Technique

Speaking skill is preceded by listening. Through listening, people know vocabulary that they do not know before. Brown strengthened the idea above, "Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test takers listening skill, and pronunciation, which necessarily compromises the reliability and validity of an oral production test".⁴⁴ It means that, speaking skill especially pronunciation is influenced by listening skill because for the first time people learn about language same as baby, the students will start to learn English from hear, speak, read and write. Thus, the students need some methods or techniques that will help them to learn English in improving their speaking and pronunciation in foreign language and they can improve all aspects from English.

Chain Drill technique is integrating both skills, pronunciation and listening in learning process. It is supported Mary, "Chain Drill also requires the students listen to each other, and attention is diverted from the fact that

⁴⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Hertfordshire, 1995), p. 42.

they are drilling and toward actual use of the language”.⁴⁵ Therefore, the teacher is modeling for students to pronounce of words with using good pronunciation. The students will hear and repeat from the teachers” pronunciation and gradually they will be building the sentence from those words up until complete.

Another definition about chain drill technique, According to David, “Chaining is a technique by which the teacher adds new elements to gradually increase the length of the repeated phrase”.⁴⁶ Therefore, a Chain Drill technique also lets students use the expressions in communication with someone else. The teacher also will teach the students how to add some phrases or vocabularies for construct a complete sentence, It makes the teaching and learning speaking is more effective in learning process, because the students can improve their vocabulary, pronunciation, grammar, fluency and comprehension. The teacher also will give more knowledge and motivation in practicing speaking.

According to Franca, “Chain Drills provide a through control of the teacher on students” practice and enable students to exercise pronunciation as well as that new sentence pattern they had been introduced to through speaking”.⁴⁷ It means that, Chain Drill technique can be applied in communication among the students by using ask and answer the questions. The teacher can correct the students” pronunciation. Any mistakes that

⁴⁵ Bratt C. Paulston, Mary N. Bruder, *Teaching English as a Second Language: Techniques and Procedures*. (Massachussets: Cambridge, 1976), p. 25.

⁴⁶ Cross David, *A Practical Handbook of Language Teaching*, (Phoenix ELT: Hertfordshire,1995), p. 42)

⁴⁷ Hernani Franca, *Awakening students' Inner Power an Effective English Teaching System*, (Brasilia: Thesaurus,2008), p. 28.

probably occur can be corrected directly as soon as possible by teacher. Therefore, using of Chain Drill technique can help them to add new vocabulary or phrase when the students ask or answers the question. It also creates a new habit to use English in communicating with others that will improve their speaking ability as the result.

Teaching By using a Chain Drill technique is more effective. The teacher can immediately correct the students' mistakes. Teacher is able to give more attention and positive feedback to the students in order to give them more knowledge and motivation in practicing speaking. As a result, by using Chain Drill technique, the students are more interested in learning speaking and they can improve their speaking ability.

1. Procedure of Teaching Pronunciation Through Chain Drill Technique

The procedure in teaching speaking through Chain Drill technique is by presenting the target language dialogue which involves asking and answering. According to Freeman, there are steps of a procedure in speaking follows:

1. The teacher begins the chain by greeting a particular student, or asking him or her question.
2. The first student gives respond to the question.
3. The first student takes turn to ask another student by calling her or his name.

4. This activity will be continuously until the last turn of the last students.⁴⁸

Based on the theory above, the teacher will begin by asking to the particular students or the first student which related about the theme being studied by students. After that, the first student answers the questions. Then, the first student asks the same question to student who is sitting next to him or her. The second student answers the question and the activity by using ask and answer will continue until the last students in the classroom.

2. Advantages and Disadvantages of Using Chain Drill Technique

a. Advantages

According to Freeman, the advantages of using chain drill, they are:

- 1) Chain Drill technique gives students an opportunity to say the lines individually and they have to respond by using their own ideas.
- 2) It allows the teacher to check and to make corrections as necessary before errors become embedded in students.

b. Disadvantages

There is a disadvantage of using Chain Drill technique: When applying chain Drill Technique, Based on Freeman, “A Chain Drill Allows Some Controlled Communication, even though it is limited”.⁴⁹

It means that, Chain Drill technique gives students an opportunity to

⁴⁸ Lucy Pollard, *Teaching English*, (London: Copyright, 2008), p.8.

⁴⁹ Diane L. Freeman, *Log.Cit.*

say the lines individually. They have to respond by using their own ideas or repeat the phrase but for the large class it is not quite effective. Because the teacher has limited time to check one by one and making corrections for each student.

G. Frame of Thinking

Pronunciation is a useful basis affecting other aspects of language. For example, pronunciation eases the listening comprehension and enables one to be intelligible during verbal interaction. Learning pronunciation helps someone recognize on how sounds are created and performed and so do how they are different from each other. Pronunciation, nonetheless, enticed little attention to be taught, comparing to grammar and vocabulary. The fact, most of Indonesian students' pronunciation mastery were still low. They considered pronunciation as the difficult subject since the sounds of words were usually different from their written form. They feel confused and difficult to pronounce some English words, especially the unfamiliar one. Moreover, this research is carried out at SMA N 2 Bandar Lampung. This school has been chosen because almost of the students still had low ability to pronounce English words, the students' still got difficulties and they still had less interested in learning pronunciation, so their pronunciation needed to improve. Moreover, the teacher still used the ordinary technique that is not appropriate enough in teaching pronunciation at the eleventh grade of SMA N 2 Bandar Lampung. In this research the focus is not all the English pronunciation words, but just focus in consonant sounds. Because, most of student have difficulties

in pronounce the consonant sounds, especially palato-alveolar and alveolar sounds.

In this research, the researcher will use tongue twister as a technique in teaching pronunciation. Tongue twister is technique that can be used in teaching pronunciation, because it included drilling the words, and contains of several similar words and will be read quickly by the students. The researcher will be used tongue twister card that have consonant words or sounds.

By the previous researches, tongue twister can be used in teaching pronunciation. It influenced students' pronunciation mastery. The previous research focused in both aspects in pronunciation there are segmental and supra-segmental aspect. But, in this research the researcher just focuses in whether there has a significant influence by using tongue twister technique towards students' pronunciation ability especially in pronounce the consonant words.

H. Hypothesis

The hypothesis of this research can be formulated:

H_a : There is a significant influence of using tongue twister technique towards students' pronunciation mastery in the Eleventh Class of SMAN 2 Bandar Lampung in the academic year of 2020/2021.

H_o : There is no a significant influence of using tongue twister technique towards students' pronunciation mastery in the Eleventh Class of SMAN 2 Bandar Lampung in the academic year of 2020/2021.

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